VICTORIA DOCK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Working together for your children

Date Reviewed : Autumn 2026

To Be Reviewed : Autumn 2027

To be read in conjunction with the Safeguarding Policy, E safety Policy and Accessibility Policy

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INTRODUCTION

At Victoria Dock Primary School we celebrate the differences between all of our children and value the contribution that each pupil makes. We are committed to putting the needs of the children at the heart of the curriculum and through inclusive teaching and learning, ensuring the best possible outcomes for all of our pupils.

Integral to this is providing opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2015.

Aims:

- To provide a framework which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all pupils.

Objectives:

- To identify and make appropriate provision for all pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To provide a SENCO who will work with and oversee the implementation of the SEN policy.
- To provide support and advice for all staff working with special educational needs pupils and a programme of continued professional development.
- To work in partnership with parents to improve outcomes for pupils.
- To ensure access to a broad and balanced curriculum for all pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2015 states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Broad Areas of SEN as defined by the Code of Practice 2015

Communication and interaction – Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction, language and communication.

Cognition and learning – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, emotional and mental health difficulties – Children might experience a range of social and emotional difficulties which can manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

See appendix 2 for Victoria Dock Primary SEND identification pathway
The following are NOT regarded as SEN but may still impact on attainment and progress:

- English as an additional language (EAL)
- poor attendance and punctuality
- health and welfare
- being in receipt of the Pupil Premium Grant
- being a Looked After Child
- some disabilities

THE GRADUATED APPROACH

Where a pupil is identified as having SEN, we will put effective special educational provision in place. This SEN support should take the form of a **four-part cycle (assess, plan, do, review)** through which earlier actions and decisions are **revisited, refined and revised** with a growing understanding of the pupil's needs and of what supports the pupil in making **good progress and securing good outcomes**. This is known as the **graduated approach**.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including where pupils access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, personalised and differentiated for individual pupils, is the first step in meeting the needs of pupils who have, or may have SEN. Through the school's termly monitoring schedule, leaders at Victoria Dock continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves.

Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility

that a pupil might have SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils. The SEND Code of Practice 2015 recommends a range of sources of information that teachers can/may draw upon to establish a clear analysis of a pupil's needs, including:

- the views and experience of parents
- the pupil's own views
- teachers' assessment and experience of the pupil
- pupil progress, attainment and behaviour
- the individual's development in comparison with their peers
- advice from external agencies.

This information is shared and discussed by the class teacher, SENCO and parents/carers to consider the need for further modifications to core teaching, diagnostic assessment, observation and/or referral to external agencies and professionals. Further assessment is required where it is necessary to identify pupils' strengths as well as the barriers to their learning.

After consultation with parents, carers, SENCO and teaching staff, special educational provision is made, and a pupil is placed on the SEN support register, when there is clear evidence that he/she has special educational needs as defined by the 2015 Code of Practice.

Evidence of SEN could be in the form of:

- standardised test results
- criterion-referenced assessments and checklists
- questionnaires for parents
- questionnaires for pupils
- screening assessments
- reports from external agencies and professionals
- reports/observations on the child in school settings.
- reports/observations from outside agencies
- notes from meetings with parents (including dates of issues/medical appointments)
- nursery assessments
- Early Years Foundation Stage Profiles
- medical/health care assessments

The SEN support register is a list of names of all the children in the school identified as requiring special educational provision. It is kept and updated regularly by the SENCO. Copies are provided for SLT and teaching staff as necessary.

MANAGING THE NEEDS OF PUPILS WITH SEN

<u>SEND assessment documents and Individual Education Plans</u>.

Once it is decided to provide a pupil with SEN Support, targeted provision is achieved

through the use of a range of additional assessment tools where appropriate and an Individual education plans (IEP) created. Assessment tools such as PIVATS, Connect First or Curriculum Progression Toolkit documents clearly show what a child has achieved at certain points and contain broken down next steps. An IEP sets out targets and actions for a pupil which are different from or additional to those that are in place for the majority of the pupils through differentiation and quality first teaching. The additional provision that may be available at Victoria Dock primary can be seen in appendix 3 – Victoria Dock SEND provision Map. This will be decided by the school based on assessments and professional judgement.

Each child identified as having SEN will have a personal folder which may contain some or all of the following:

- Assessment document, highlighted, dated and annotated
- ISP(Individual support plan), if appropriate, containing details of targets, strategies and resources
- Evidence of pupil involvement and feedback
- Relevant documents e.g. Educational Psychology reports.
- Targets from outside agencies e.g. Speech and Language.
- Evidence of parental involvement and feedback
- Evidence of child's work relating to specific targets

This list is not exhaustive or definitive and may change dependent on the child.

Individual support plans should be agreed through consultation between class teachers, pupils, parents/carers and other professionals. It is the responsibility of the class teacher to ensure that the appropriate documents are in place for pupils receiving SEN support, and for evidencing progress according to the agreed outcomes in the plan.

Reviewing Progress

The progress of all pupils, including those with SEN, is tracked and closely monitored by class teachers and senior leaders, including phase leaders, SENCO, Deputy Head and Head Teacher.

Additional assessment tools, ISPs are working documents which should provide evidence of what works and what does not, and the outcomes achieved. They are live documents and should be updated regularly as necessary. They should be reviewed formally at least every term by the teacher and/or SENCO.

In addition, for pupils receiving SEN Support, review discussions are held between the class teacher and/or SENCO at least every term. These are timed to coincide with Parents' Evenings through which parents are able to contribute to the review and discuss progress/concerns/ideas with the class teacher/SENCO. The SEND Code of Practice 2015 states that schools should meet parents at least 3 times a year to review progress. These meetings will occur once in the autumn term, once in the spring term and the final meeting in the summer term. These meetings are an opportunity to evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress data and the pupil's wider development. The views of pupils (wherever appropriate) and support staff are also taken into consideration.

When reviewing a pupil's progress we consider:

- Have they achieved their agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How has the pupil responded to targeted provision?
- What are the views of parents, pupils and support staff?
- How does this term's evaluation feedback into the analysis of pupil's needs?
- What are the necessary changes needed to support the pupil?

Transition

As a school, we follow the procedures in the Hull Transition Good Practice Guide Transition Document Version 2024-25 This includes details of transition for pupils from Nursery to Reception, Reception to Year 1, Year 6 to Secondary and EHCP Transition. We recognise that SEN pupils in our school may require additional support when moving from one-year group to the next. This support may include:

- Social stories including change of classroom and teacher
- Videos showing new classroom/provision
- Meetings between previous teacher and new teacher
- Conversations with parents
- Meetings/conversations with any outreach services involved with the child
- Transition time spent with new teacher/in-new classroom.
- Time with new teacher and SENCO to detail any specialist provision that is required
- Ensuring the pupil is familiar with social situations or spaces in school such as assemblies and playgrounds
- Training as required for new staff working with the child

- Bespoke visits to routine areas/day to day activities such as the toilets, break-times, walking to assembly, walking to the hall etc.
- Visits to the class during the Summer term accompanied by a member of staff who they are familiar with
- Records/paperwork passed on to the new class teacher
- School SENCO to liaise with the LA's Inclusion Team EY Team if applicable

Involving external agencies

Victoria Dock Primary School works in partnership with external agencies to ensure the needs of the child are being met. When reviewing the progress of and provision for pupils with SEN, parents, teaching staff, support staff, and the SENCO might consider it appropriate to refer to an external agency for advice and support. The decision to refer to particular agencies will be based upon assessment of individual needs. A list of external agencies is provided in the appendices.

Referral to the Educational Psychologist

Priority is given using the following criteria:

- where there are safeguarding/child protection needs
- when pupils are at risk of exclusion
- statutory assessment.
- pupils whose needs are difficult to identify.

Statutory Assessment

With increased delegated funding for meeting the needs of pupils with SEND, we recognise that schools are generally best placed to meet all but the most complex of needs. We would normally only request statutory assessment when we can provide evidence that, despite best efforts and making reasonable adjustments, it is not possible to meet the special educational needs arising from a child's difficulties or disabilities from within existing resources.

A pupil can be brought to the LA's attention as possibly requiring statutory assessment through:

- a request by the school

- a request by the parent or
- a referral by another agency (for example health authority, social services.)

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- evidence as to the nature, extent and cause of the child's learning difficulties, provided by the child's school, parents and other professionals where they have been involved with the child
- evidence of action already taken by the child's school to meet and overcome these difficulties
- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level

In cases where the LA agrees to statutory assessment we aim to secure the best possible outcomes for pupils with Education Health Care (EHC) plans by ensuring that:

- All staff working with the child have read and understood the EHC plan and any specialist reports.
- A range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice.
- Action Plans are drawn up by the, class teacher, parent and teaching assistant (and SENCO where appropriate) which break down the EHC plan targets into smaller steps along with a timetable showing when these targets are to be addressed.
- Any additional training for teaching and support staff is arranged.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning when needed.
- The class teacher and SENCO monitor progress termly with all the relevant staff, parents and pupil.

All EHC plans must be reviewed annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHC plan is still appropriate.

Personal Budgets

The new SEND Code of Practice 2015 states that Local Education Authorities must provide information on personal budgets as part of the Local Offer.

Home – Hull SEND Local Offer

Families can request a personal budget as part of the planning process (in drawing up an EHC Plan or at an Annual Review). In education, funding for personal budgets will be for more specialist or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer.

At Victoria Dock Primary School, we will signpost parents/carers to the Education Team within the LA and/or parent support organisations, for example KIDS. A local authority must secure a school's agreement where any provision, bought by the parent/carer using a direct payment, will be provided on the school's premises.

Behaviour

At Victoria Dock Primary we recognise that children with SEND may use behaviour as a means of communication and that they need a different approach to help support them to follow the school rules and keep themselves and others safe.
In this case the class teacher alongside a member of the Senior Leadership Team will, in consultation with the parents/carers, and the pupil where appropriate, agree a support plan. This will follow a functional behavioural analysis to try to understand the functions of the behaviours and look at what support can be offered. Additionally, this may include a different range of strategies personalised to the child.

ROLES AND RESPONSIBILITIES

Governors

The 2015 SEND Code of Practice places a legal duty on governors to check what is happening in their school and that special educational provision is being put in place. The governing body must ensure that there is a suitably qualified teacher designated as SENCO and is responsible for publishing the school's SEN Information Report on the school website. The governor with responsibility for the school's SEN provision is Mr. Jamie Kelwick.

The Head Teacher

Mrs Antonia Saunders has overall responsibility for all children including those with SEND. As Head Teacher she:

- is responsible for the day-to-day management of all aspects of the school life including provision for children with SEND
- liaises with the SENCO
- ensures appropriate training is in place to support children with SEND
- Ensures that the SENCO is able to influence strategic decisions relating to SEN

The SEN Co-coordinator

Mrs Louise Taylor is the SENCO at Victoria Dock Primary School.

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At Victoria Dock the SENCO is responsible for:

- managing the day-to-day operation of the SEN policy
- providing advice and support to class teachers so that they are able to meet the needs of pupils with SEN and disabilities
- advising on the graduated approach to providing SEN support
- advising on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively
- liaising with outside agencies to gain advice and support for pupils with SEN
- liaising with appropriate schools regarding transition arrangements to ensure that a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring the school keeps records of all pupils with SEN up-to-date
- working with the senior leadership team to ensure effective deployment of support.
- termly monitoring the overall effectiveness and quality of provision for pupils with SEN
- contributing to in-service training for staff on SEN issues
- attending courses and local network groups relevant to the development of the role.
- reporting to the governors.
- reviewing the school's SEN policy annually.
- acting as a link with parents/carers.

Class Teachers

Class teachers are responsible for driving the graduated approach to SEN support. They are supported in this role by the SENCO and, where appropriate, specialist staff, including those from external agencies.

The role of the class teacher is:

- to meet the special educational needs of the pupils in their classes through quality first teaching and planned interventions
- to involve parents and pupils in planning and reviewing progress, to seek their views and provide regular updates on progress
- to raise concerns about individual children with the SENCO
- to seek the advice and support of the SENCO where necessary in order to ensure that quality first teaching and planned interventions secure positive outcomes for pupils with SEN
- to monitor and record the progress of pupils with SEN and evaluate the effectiveness of SEN support
- to set challenging targets for pupils and ensure that pupils have access to the full range of resources in order to achieve their targets
- to request and attend relevant training when the need is identified

Support Achievement Assistants

We have a number of Support Achievement Assistants working within the school and their roles and responsibilities are determined by the needs of the children they support. These include:

- working with small groups or individual children
- delivering a range of activities linked to the child's specific learning difficulty
- monitoring progress and reporting back to the class teacher and the SENCO
- liaising regularly with the class teacher/SENCO to adapt and amend provision
- requesting and attending appropriate training in order to support the children they are working with effectively

Partnership with Parents

The SEND Code of Practice 2015 makes it clear that, "Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development". It is our aim to ensure that close contact is maintained as far as possible with the parents/carers of all the children of the school, including those who have children with SEN. Parents/carers are encouraged to be involved positively in all aspects of their child's education.

Partnership with parents/carers of children receiving SEN support and with

EHC plans is encourage in the following ways:

- termly progress meetings with their child's class teacher
- a formal Annual Review of progress.
- meetings involving parents/carers, class teachers, SENCO and other appropriate professionals on a needs basis
- Parents are signposted to appropriate agencies such as the Parent Partnership Service where appropriate.
- home-school link book
- an internal review of SEN provision every half term

Storing and Managing Information

Information collected about a child's SEN will be treated as confidential and stored by the school in line with the recent requirements under the General Data Protection Regulation 2018. Information will only be communicated to other agencies with the knowledge and consent of the child's parents/carers. Class teachers retain pupils' working SEN files which should be stored securely.

SIMS/internal storage is used by all class teachers and teaching assistants to record all information relating to children with SEN.

EVALUATING SEN PROVISION

SEN provision is kept under constant review and is a focus of the school's termly evaluation and monitoring schedule. The school also welcomes regular external audits of our SEN provision.

Parents are invited to contribute their opinions at the termly meeting/discussion with the SENCO, whatever level of support their child receives. Wherever possible the views of pupils will also be sought for review.

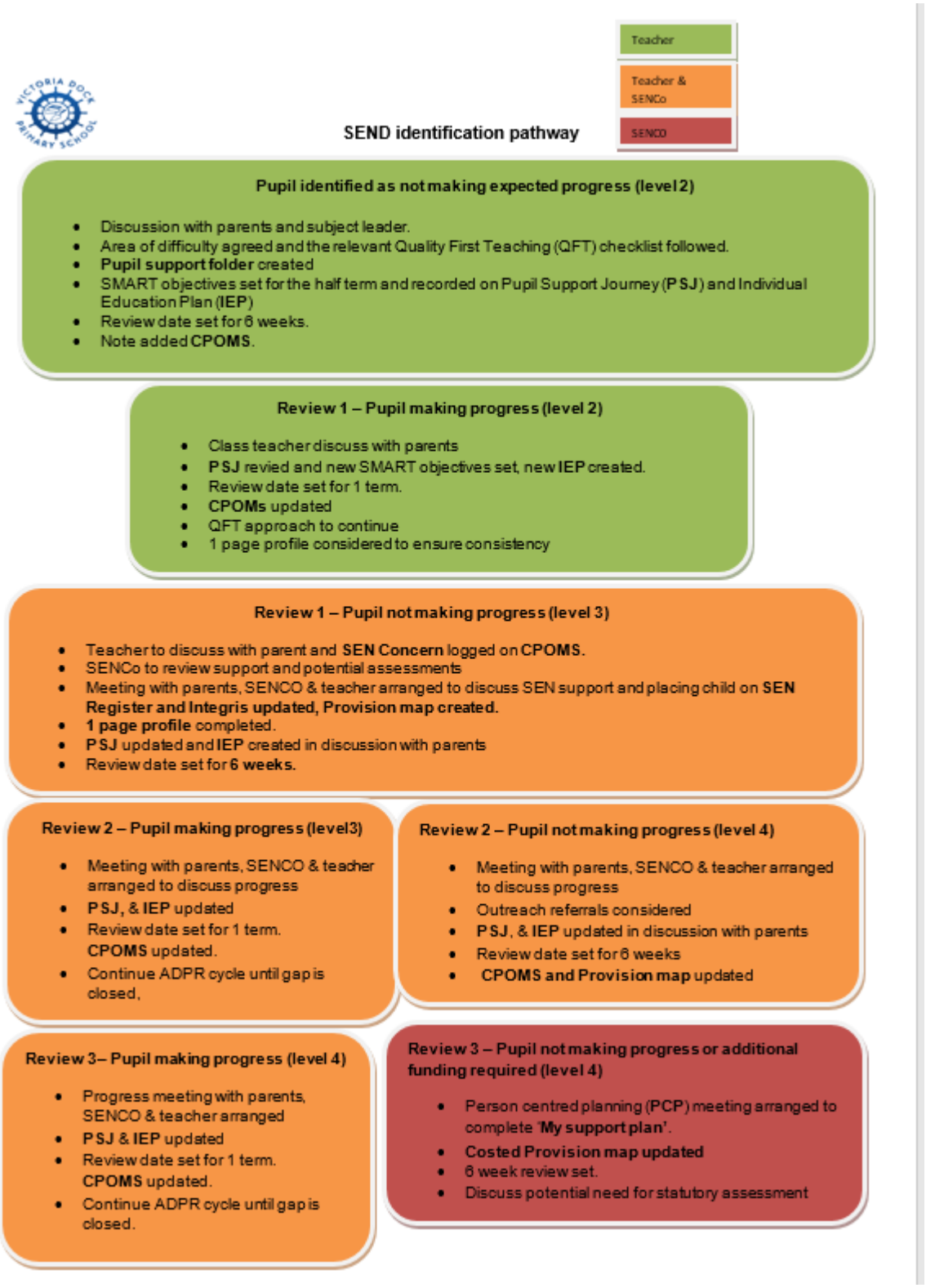
Teachers have the opportunity to comment upon the implementation and success of SEN provision at staff meetings and identify any training requirements.

All responses by parents/carers, teachers and governors will be considered and responded to ensuring continuous evaluation of the success of the policy.

APPENDIX 1: EXTERNAL AGENCIES

- City Psychological Service
- Hull Integrated Physical and Sensory Service (IPaSS)
- Speech and Language Therapy Service (NHS)
- Bridge Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS NHS)
- KIDS Parent Partnership Service
- Whitehouse Pupil Referral Service
- Medical Needs Pupil Referral Unit
- The Language Unit
- Hull CC Outreach Services

Appendix 2 – Identification of SEND



Appendix 3 – Constellation Trust Inclusion Matrix

Wave 2- Above + targeted, time limited interventions			
Social, Emotional and Mental Health (SEMH)	**Cognition and Learning (C&L)**	**Communication and Interaction (SLCN)**	**Physical and Sensory (P&S)**
Higher level of staff support on 'Focus table' Interventions recommended by SNAP SpLD assessment Behaviour support plan Support may include: • Incredible 5-point scale • Emotions Board • Daily check in • Regulation station • Frequent work breaks • Fidgets • Exit card • Help card Separate desk for individual work/break Sensory • Sensory circuits to support regulation Access to external support services: • Early Help- SEND • Initial discussion with LA Educational Psychology Team (Core offer) • Thrive (over 10)	Higher level of staff support on 'Focus table' Interventions recommended by SNAP SpLD assessment and DST-J Literacy (Reading, comprehension, spelling) • SNIP spelling intervention • Read Write Inc - Fast track tutoring • Precision Teaching (reading and spelling) • Comprehension reading group • Lexia Numeracy: Diagnostic testing (SNAP Maths) • SNAP Maths Boosters Access to external support services: • Early Help- SEND • Initial discussion with LA Educational Psychology Team (Core offer)	Higher level of staff support on 'Focus table' Interventions recommended by SNAP SpLD assessment Behaviour support plan Support may include: • Incredible 5-point scale • Emotions Board • Daily check in • Regulation station • Frequent work breaks • Fidgets • Exit card • Help card Attention Autism Speech and Language programmes devised by Speech Therapist Social Communication • Use of Social Stories • LEGO Therapy Speech and Language • Assessment using Wellcom toolkit Separate desk for individual work/break Individual visual timetable TEACCH approach AAC – Excvhnaging pictures to communicate/core boards/choosing boards Access to external support services: • • Early Help- SEND • Initial discussion with LA Educational Psychology Team (Core offer)	Higher level of staff support on 'Focus table' Sensory Circuits Interventions recommended by SNAP SpLD assessment Fine motor • Dough disco • Warwickshire Fine Motor Programme • Handwriting practice sessions Sensory • Sensory circuits to support regulation • Weighted blankets/lapbelts • OPAL play • Ear defenders • Recommendations from sensory profile Access to external support services: • Early Help- SEND

Wave 3- Bespoke and individualised support			
Social, Emotional and Mental Health (SEMH)	**Cognition and Learning (C&L)**	**Communication and Interaction (SLCN)**	**Physical and Sensory (P&S)**
Interventions recommended by specialist assessments: • Boxall Profile • Strengths and Difficulties questionnaire ELSA Interventions recommended by external support services: • Steps to success outreach • CAMHS • Educational Psychology • School Nurse	Interventions recommended by specialist assessments: • WRIT • WRAT • TOMAL • CTOPP TEACCH room Interventions recommended by external support services: • CAMHS • Educational Psychology • SLD outreach	Interventions recommended by specialist assessments • BVPS TEACCH room Interventions recommended by external support services: • Speech and Language Therapy • Northcott ASD Outreach • Educational Psychology	Interventions recommended by external support services: • School Nurse • IPASS • Sensory Processing Hub
Wave 4- Education and Health Care Plan (EHCP)			
Personalised provision as indicated through Statutory Assessment process and indicated in areas of difficulty, outcomes and provision. This may include access to the SEND Unit or Resource Base.			